Multi-Cultural Te Pahu

Term 4 2009 – Whole School Overview

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| **Vision Statement**:  Our students will understand the nature of the various cultures in our community, their customs and rituals, beliefs and values. They will accept and value the diverse nature of the community and help pass on and sustain these cultures into the future. | | | |
| **Key Question**: **How can we promote, maintain and sustain our cultural diversity in the Te Pahu Community?**  What is culture?  What different cultures are there at Te Pahu School  What are the differences between traditions, customs and values?  What are cultural practices?  Where does culture come from?  What similarities are there between cultures?  What do people do to sustain their culture and the challenges do they face? | | | |
| ***Key Competencies:***  **Thinking**: actively seek new knowledge/ use critical, thinking strategies/ ask questions/ challenge perceptions and assumption.  **Relating to Others**: Interact with a diverse group of people/recognize different viewpoints/ be more open to new learning.  **Participating & Contributing**: Be aware of local communities/ understand the purpose of these communities/ make connections with others/ display an awareness of local issues.  **Managing Self**: act appropriately in a group situation/ become aware of actions and words on others.  **Using Language, Symbols & Text:**  Interpret and use words, number, images, & movement. | ***Values:***  **Diversity**  -different cultures, language and heritages  **Respect**  -themselves, others and human rights | ***Principles:***  **Cultural Diversity**-histories and traditions  Inclusion-student identity  **Community Engagement-**connecting with families, Whanau, community | ***Rich Concepts:***  Beliefs and Values  Culture  Customs and Rituals  Diversity  Similarities and Differences  Traditions |
| Curriculum Links: Major Focus  Social Science: L1– Understand how the cultures of the families in Te Pahu are expressed in their daily lives.  L2- Understand how the cultural practices reflect and express people’s customs, traditions and values  L3 –Understand how cultural practices vary but reflect similar purposes.  L4- Understand how people pass on and sustain cultural and heritage for different reasons and that this has consequences for people. | | | |

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| Level Planning: Year 6 / 7 / 8 Levels 3/4 Nicole Higby, Michelle Chettleburgh | | |
| Curriculum Links:  English:  Maori:  Science:  Technology:  P.E / Health | | |
| Assessment: | Learning Journals | Data Folders: |

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| **l Unistructural**  **lll Multistructural** | **Relational** | **Extended Abstract** |
| ***Bringing in Ideas:***  Define culture (culture is – statement)  Define Te Pahu School Culture  Identify the different cultures and their elements. (Language, food etc.)  Examine origins of cultures  Distinguish relationships between cultures | ***Linking ideas:***  What things in my life are from different cultures / What can you do without  How do cultures/ my culture give you a sense of belonging  Examine relationships between cultures  What challenges do cultures face | ***Putting ideas in another context:***  How could you / should you adjust into another culture  How can we help students new to the school feel a sense of belonging  If our culture has changed / why  **Charter**  What support & help is available for people and assess the success  Idealise the perfect community  WHAT IF - Label  Theorise is this possible |
| ***Thinking intervention that target bringing in ideas:***  Y or X Charts  Bubble Maps  Brainstorming | ***Thinking interventions that target linking ideas***  Venn diagrams / double bubbles  Generalizing / commons / comparisons charts  Part whole diagrams | ***Thinking interventions that target putting linked ideas in another context:***  Personal stories of cultural experiences / visitors /CPA  Debates  Interviewing |
| ***ICT to enhance conditions for bringing in ideas***  Mind mapping – mindmeister  My webspiration  Show case / sharing / photographs  You tube | ***ICT to enhance conditions for linking in ideas***  Shared readings  Photo analysis  Role playing / photo stories  Comic life  Webquests | ***ICT to enhance conditions for putting linked ideas in another context.***  Easy speaks  Photo stories  You tube  Web quests |

**Learning Activities and Experiences at LEVEL 3/4 Inquiry Focus: Cultural Diversity at Te Pahu**

Focus: How can we promote, maintain and sustain our cultural diversity in the Te Pahu Community?

Years: 6 / 7 / 8 Level: 3 / 4 Teachers: Nicole Higby, Michelle Chettleburgh

Numeracy: ANP/INP Number knowledge and operations continued as needed

Measurement and Geometry

Literacy:

**Oral Language**: Debates, Buzz groups – Family sharing, Mihis, Role Playing etc

**Written Language**: Transactional - Explanations, Debates, Interviews, writing instructions.

**Visual Language**: Family Trees, Photos, Photo Bubbles, Photo stories, Flags, Logos (graphic organizers link to theme)

**Reading**: Each teacher will organize a guided shared reading Program based around their class needs incorporating the multi cultural theme where ever possible. Cultural journal stories, short stories – picture books, Big Books,

**Spelling**: class programs at individual students needs

Vocabulary building across the curriculum areas focused on theme.

Maori: / Languages

Te Whanau, Whanaungatanga, whakapapa, Hei Mihi, greetings & words associated with family and cultures

Classes to continue with Ka Mau Te Wehi program

The Arts: Dance, Drama, Music – songs, cultural musical instruments. Visual arts – costumes and treasures / cultural creation stories

Social Sciences: *L3 Understand how cultural practices vary but reflect similar purpose. L4- Understand how people pass on and sustain cultural and heritage for different reasons and that this has consequences for people.*

Define culture (culture is – statement)

Define Te Pahu School Culture

Identify the different cultures and their elements. (Language, food etc.)

Examine origins of cultures

Distinguish relationships between cultures

What things in my life are from different cultures / What can you do without

How do cultures/ my culture give you a sense of belonging

Examine relationships between cultures

What challenges do cultures face

How could you / should you adjust into another culture. How can we help students new to the school feel a sense of belonging

If our culture has changed / why

What support & help is available for people and assess the success

Idealise the perfect community

WHAT IF - Label

Theorise is this possible

Science: Sustainability – gardens, nursery etc

Our Connected Curriculum

Technology: Nature of Technology: Characteristics of Technology – water systems, cultural games

P.E. / Health: Movement concepts and motor skills. Athletics – Run, Jump, Throw

Social Communities and Environments: Identity, sensitivity and respect – culture day